DOCUMENT RESUME

ED 265 724 EC 181 714

TITLE	Activities for Teaching the Gifted Across the Curriculum. 1985 Summer Institute.
SPONS AGENCY	Jackson Education Service District, Medford, OR.
PUB DATE	Jul 85
NOTE	69p.; Prepared by the Southern Oregon Research and Development Committee. Project also funded by the Carpenter Foundation.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Curriculum Development; Elementary Secondary Education; *Enrichment Activities; Environmental Education; *Gifted; Language Arts; *Learning Activities; Outdoor Education; Science Projects; *Talent; Theater Arts; Writing (Composition)

ABSTRACT

The document presents a collection of projects developed by teachers enrolled in a 3-week summer institute on teaching various curriculum areas to gifted students. Outlines of 11 projects begin with brief descriptive information on project title, developer(s), grade level, curriculum area, and project duration. The following projects are represented: (1) a district-wide program featuring screening processes, models of delivery, and activities to help teachers feel comfortable with creatively gifted students; (2) a project to increase teacher awareness and involvement in gifted programing; (3) science activities for third graders; (4) a project to promote leadership, decision making, creative problem solving, research, and individual and group production in fifth and sixth graders; (5) a project combining language arts and visual arts through creation of a student magazine; (6) a young writer's conference for grades 6-8; (7) study and creation of editorial cartoons with secondary students; (8) a project in leadership development and self improvement in the outdoors; (9) publication of a student literary magazine; (10) production and performance of a major musical comedy; and (11) an outdoor environmental education project for grades 4-12. Each project description touches upon objectives, teacher and student prerequisites, setting, materials/equipment, procedures, evaluation, and budget. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED265724

SORD PRESENTS...

ACTIVITIES FOR TEACHING THE GIFTED ACROSS THE CURRICULUM

1985 SUMMER INSTITUTE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Jean Pope
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC 181714

SOUTHERN OREGON
RESEARCH AND DEVELOPMENT COMMITTEE

presents . . .

ACTIVITIES FOR TEACHING THE GIFTED ACROSS THE CURRICULUM

BY

Mary Lee Alberts
Kathleen Bennett
Maxine Brown
James Christensen
James Dismuke
Jack Dwyer
William Horton
Terri Johnson
Jan Lippen-Holtz
Barbara Lowe
Bob Pantel
Dave Potter
John Rhodes
Spence Webber
Carolyn Williams

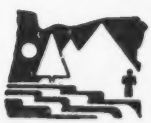
A project funded jointly by

THE CARPENTER FOUNDATION

and

JACKSON EDUCATION SERVICE DISTRICT

July 1985



JACKSON EDUCATION SERVICE DISTRICT
101 NORTH GRAPE STREET
MEDFORD, OREGON 97501

Curriculum/SORD Office (503) 776-8578

OTHER SORD PROJECTS
AVAILABLE THROUGH
JACKSON ESD

A DISCUSSION OF THE STRUCTURE OF INTELLECT TEST AND CURRICULUM MODEL by Sandra Scofield. Medford, OR: Jackson ESD, 1982. 46 pages. $2.50 plus postage

LEARNING ACTIVITIES FOR INDIVIDUALIZING INSTRUCTION edited by SORD. Medford, OR: Jackson ESD, 1983 184 pages. $10.00 single xerox copy price

TEST TAKING SKILLS: INCORPORATING THEM INTO THE CURRICULUM by Art Phillips. Medford, OR: Jackson ESD, 1983. 38 pages. $3.00 plus postage

TEST TAKING SKILLS: AN INSERVICE PACKET by Burl Brim, Lynn Alameda, and Steve Volow. Medford, OR: Jackson ESD, 1984. 18 pages. $1.00 plus postage

THE FOUR DAY WEEK: AN ALTERNATIVE SCHOOL CALENDAR by Jean Pope and Russ Gillian. Medford, OR: Jackson ESD, 1984. 67 pages. $10.00 including postage

---

Jackson Education Service District is an Equal Opportunity Employer and in accordance with federal and state legislation, including Title VII, Title IX, ORS 659.150, does not discriminate on the basis of race, sex, religion, age, national origin, handicap, or marital status in employment practices or educational programs.

I N T R O D U C T I O N:

ACTIVITIES FOR TEACHING THE GIFTED ACROSS THE CURRICULUM is a collection of projects developed by teachers enrolled in a three-week summer institute, Ed 507G: TEACHING THE GIFTED ACROSS THE CURRICULUM.

Several consultants were invited to share specific strengths: Jim Roberts, Jr., A Student's Perspective, (Phoenix High School); Jim Roberts, Senior, A Parent's Perspective, (Phoenix); Coni Mariels and Jackie Buisman, SOI Center (Beaverton); John Alexander, Philosophy for Children, (Southern Oregon State College); Sandy Howell, Curriculum for TAG, (Washington ESD); Edys Quellmalz, Critical Thinking and Writing, (Stanford University); Terry Rasmussen, Testing and Identification, (Jackson ESD); Sherril Harshbarger, Learning Styles, (Medford Mid High); Bob Siewert, TAG Programs, (Oregon Dept. of Education).

Graduate credit at reduced rates was available to paticipants through Continuing Education at Southern Oregon State College.

Funding for the institute, and the practicum which followed in fall and winter quarters, was provided by the Carpenter Foundation, Medford, and Southern Oregon Research and Development (SORD), Jackson Education Service District. Jean Pope, Director of Curriculum, Jackson ESD, was instructor of record.

T A B L E O F C O N T E N T S

INTRODUCTION iii

TAG PROGRAMS IN EAGLE POINT SCHOOL DISTRICT #9 Grades K - 12 1
(10-page plan)
A screening process, models of delivery, and other activities have been proposed so that teachers might feel comfortable working with creatively gifted students. Barbara Lowe, Glenn D. Hale Primary School, and Terri Johnson, White City Elementary, Eagle Point School District, 1985-86.

PROJECT AWAKE Grades K - 12 12
(3-page plan)
A course of action is outlined designed to awaken teachers and administrators to the importance of TAG and to secure their assistance and cooperation in making TAG an active and vital part of each school. Kathleen Bennett, North Middle School; Mary Lee Alberts, South Middle School; Carolyn Williams, North Middle School Grants Pass School District #7, 1985-86.

TAG OPPORUNITIES FOR SCIENCE Grade 3 16
(8-page plan)
Students will be involved in varied activities that expand and enhance science unit concepts. Special provisions have been made for students with a strong science interest and the intellectually gifted. Maxine Brown, Hoover Elementary School, Medford School District #549C, 1985-86.

FROM THE GROUND UP Grades 5 - 6 25

(8-page plan)
The development of a city offers TAG students an exploratory life experience which will provide them with opportunities to develop and enhance skills in leadership, decision making, reasoning, creative problem solving, research, and individual and group production. Jan Lippen-Holtz, Richardson Elementary School Central Point School District #6; Bob Pantel, Jewett, Elementary School, Central Point School District #6; Dave Potter, Kennedy Elementary School, Medford School District #549C, 1985-86.

VISUAL EXPRESSION Grades 6 - 8 34
(2-page plan)
A cooperative venture between language arts and an art classroom, students will write, illustrate, edit, produce, and market materials for a magazine of student writing and graphic communication. Mary Lee Alberts and John Rhodes, South Middle School, Grants Pass School District #7, 1985-86.

YOUNG WRITERS' CONFERENCE Grades 6 - 8 37
(3-page plan)
A writers' conference for middle school students will feature workshops, speakers, and student sharing presentations to stimulate young writers. Mary Lee Alberts, South Middle School, Grants Pass School District #7, Jack Dwyer, Lorna Byrne Middle School, Josephine County Unit, 1985-86.

EDITORIAL CARTOONING Grades 8 - 12 41
(2-page plan)
This plan involves students in the study of editorial cartooning in current publications (content, technique, production processes), and creation of their own cartoons. John Rhodes, South Middle School, Grants Pass School District #7, 1985-86.

UPWARD AND OUTWARD Grades 6 - 8 44
(3-page plan)
Leadership development and self-improvement based on the idea that a student's self-confidence is improved by risk taking above and beyond his/her normal expectations. James Christensen, Fleming Middle School, Josephine County Unit, 1985-86.

LITERARY MAGAZINE Grades 10 - 12 48
(3-page plan)
Students will complete workshops in poetry, fiction writing, layout design, and magazine editing; submit short stories, poetry, essays, art or photos for publication; and design, edit, publish, and market a literary magazine. James Dismuke, St. Mary's High School, Medford, 1985-86.

S.E.T. WEST (STUDENT ENTERPRISE THEATRE WEST) Grades7 - 12 52
(5-page plan
This project provides options for the optimum development of talented and gifted children (performing and technical arts) by producing and performing a major musical comedy and by participating in master classes of special interest to students. Bill Horton, Phoenix High School, Phoenix-Talent School District, 1985-86.

THE GREENWAY PROJECT Grades 4 - 12 58
(4-page plan)
This ambitious plan involves investigation, identification, assessment, and evaluation for the enhancement of existing habitat along the Bear Creek Greenway. A district-wide TAG project, this proposal could be expanded to include several districts. Spence Webber, Phoenix High School, Phoenix-Talent School District #4, 1985-86.

TAG PROGRAMS IN EAGLE POINT

TERRI JOHNSON

WHITE CITY ELEMENTARY

EAGLE POINT SCHOOL DISTRICT 9

BARBARA LOWE

GLENN D. HALE ELEMENTARY

EAGLE POINT SCHOOL DISTRICT 9

ED 507G
TEACHING TAG ACROSS THE CURRICULUM

TITLE OF PROJECT: TAG PROGRAMS IN EAGLE POINT SCHOOL DISTRICT #9

SUBMITTED BY: Terri Johnson
White City Elementary
Eagle Point School District #9

Barbara Lowe
Glenn D. Hale Elementary
Eagle Point School District #9

GRADE LEVEL: K - 12

CURRICULUM AREAS: All

DURATION OF PROJECT: Ongoing

P R O P O S E D D I S T R I C T P R O G R A M

(Not yet adopted)

PHILOSOPHY STATEMENT:

School District #9 acknowledges that there are many students with unique, identifiable talents and gifts and these students are a valuable national resource. The district is committed to providing opportunities for these students individually or through groups. In recognition of the need to assist these students in reaching their potential, programs will be provided within each building with instruction designed to provide appropriate experiences.

OVERVIEW:

In the spring of 1985 Barbara Lowe and Terri Johnson represented Eagle Point School District in a class dealing with TAG curriculum development. The District asked that they provide information about a screening process, models of delivery, and activities that teachers might do to feel "comfortable" working with creatively gifted students.

In reviewing literature on screening, Lowe and Johnson found it difficult to create a screening process when they did not know what the program goals would be. The literature suggested that the screening process should reflect the program. They took the liberty, therefore, of creating guidelines for the program so a screening process might be designed that was compatible with the program. The guidelines subsequently developed include recommendations for a philosophy, five goals considered to be appropriate for a well-rounded TAG program, and descriptions of an environment in which goals might be met.

Lowe and Johnson recommend consideration of a screening process which involves many different instruments. The process is intended to:

1. Create a list of candidates in each school

2. Identify specific strengths

3. Indicate placement of some or all of the candidates

The process will identify those students who are gifted in the creative, intellectual, and specific academic areas. The program which serves as a foundation for this process would meet the needs of students in all five goal areas. Emphasis is on training students in the creative and productive areas while at the same time providing for basic skill mastery, enrichment, and self and social skills.

A recommended timeline proposes a district-wide development plan for the 1985-1986 school year. Suggestions include:

1. The involvement of a task force

2. The systematic exploration and evaluation of programs and screening processes that will work in the Eagle Point School District

3. Building a growing awareness among staff and the public as to the needs of gifted and how Eagle Point School District will meet those needs.

Service delivery models are recommended that seem applicable to this program and its goals. As a particular model is selected in a school, provisions must be made for meeting each of the five goals within that delivery model. Such provisions may vary from school to school.

Project planners (Lowe and Johnson) feel that the task of developing a district-wide TAG program is a most worthwhile undertaking, and they believe their previous experiences in TAG have been enriched by the TAG Summer Seminar in which this project was developed. Both are willing to share with other district personnel the many resources and thoughts they gained through the Seminar.

OBJECTIVES:

GOAL #1 - BASIC SKILLS

The program will provide for mastery and application of the basic skills, but will allow, concurrently, for enrichment in areas of identified strengths.

BACKGROUND: These students may grasp factual information quickly. They need only enough reinforcement of basic skills so that mastery can be attained and measured.

ENVIRONMENT: The environment must provide the flexibility to allow the student to be accelerated through the basic materials. Periodic specific mastery testing will assure that basic material has been learned. The student is then free to expand in other areas.

GOAL #2 - ENRICHMENT

The program will provide an enriching environment that

1. Exposes the student to many and varied new experiences

2. Allows exploration in depth in a chosen area of interest

BACKGROUND: Gifted students may have the ability to see relationships quickly and make their own generalizations. If they are exposed to a variety of interesting experiences, their insights may be enhanced, stimulating the connecting of ideas. Gifted students often become intrinsically motivated to study topics that interest them. If allowed to pursue topics of interest, the students can grow in many ways. They apply decision-making, problem solving, creative and critical thinking skills. They develop organizational abilities, research skills, and self-motivation.

ENVIRONMENT: The students need an environment conducive to student-designed projects. They need contact with outside experts and with able peers who can join them in discussion and production. They need to have projects and processes monitored by a facilitator who will expand their abilities and assist them in evaluating their own products systematically.

GOAL #3 - CREATIVE THINKING/PROBLEM SOLVING

The program will provide the opportunity to develop and apply creative thinking and problem solving abilities across the curriculum.

BACKGROUND: Gifted students generally take pleasure in creative intellectual activity. They possess an innate interest in problem solving, an intellectual curiosity, and the ability to analyze, interpret, and synthesize.

ENVIRONMENT: The students need an environment that is acepting of original ideas and divergent thinking, and supportive of experimentation. The program needs to train students in problem solving processes, critical and creative thinking skills. Students need to be given the opportunity to apply these skills in the creation of products.

GOAL #4 - SELF AWARENESS

The program will help the student identify personal strengths, understand any concomitant problems, and learn to deal positively with those problems.

BACKGROUND: Gifted students have many characteristics that need to be recognized by those around them and by themselves. Some traits are great assets, while some characteristics can have concomitant problems resulting in high self-competition, self-criticism, a critical attitude toward others, an inability to make friends, high need to succeed, fear of failure, and other individual problems.

ENVIRONMENT: The students need an environment that helps them develop self-understanding, self-acceptance, and self-direction. They need to understand that all people have strengths and weaknesses.

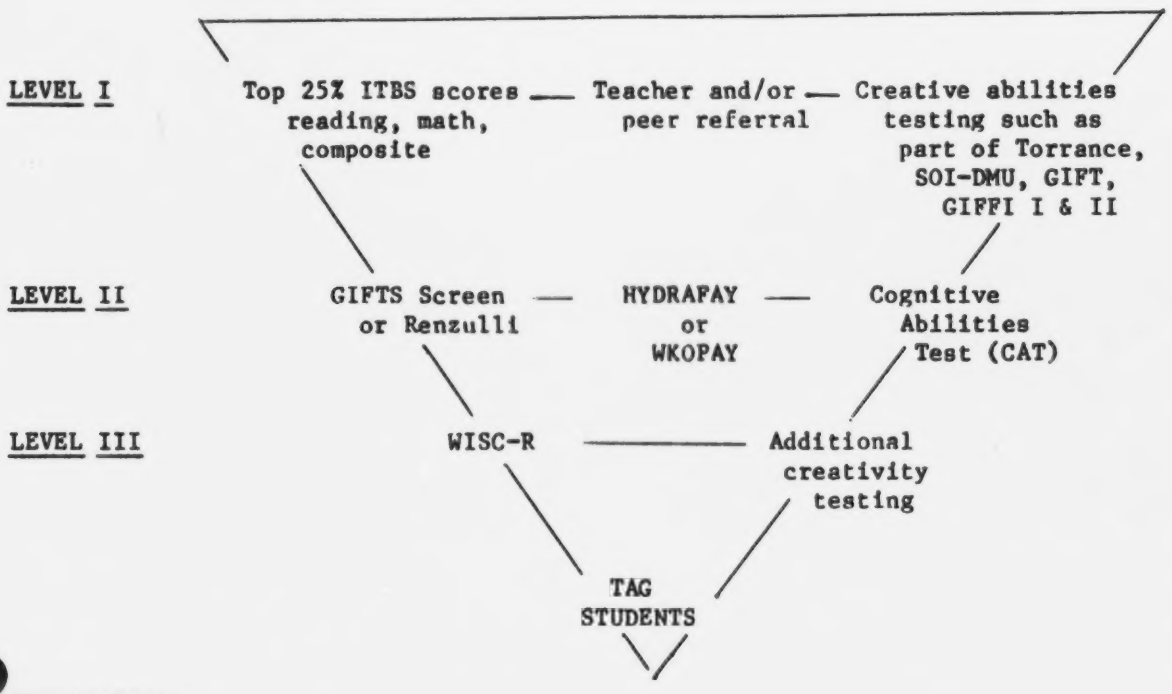
GOAL #5 - SOCIAL AND COMMUNICATION SKILLS

The program will help the student communicate thoughts and ideas to others effectively.

BACKGROUND: Gifted children can be quite effective leaders and may possess many good social and communication skills. However, some may be lacking these same skills. Such students may have many good ideas and solutions but are not effective because of poor social and communication skills.

ENVIRONMENT: The students need training in effective communication skills, opportunities to work in groups and committees, and a forum for open evaluation of each others ideas and products.

PROPOSED SCREENING PROCESS:


LEVEL I
Top 25% ITBS scores reading, math, composite
Teacher and/or peer referral
Creative abilities testing such as part of Torrance, SOI-DMU, GIFT, GIFFI I & II
LEVEL II
GIFTS Screen or Renzulli
HYDRAFAY or WKOPAY
Cognitive Abilities Test (CAT)
LEVEL III
WISC-R
Additional creativity testing
TAG STUDENTS

EXPLANATION:

LEVEL I This screening is completed with the entire population. Its components assist in finding possible gifted students in academic/intellectual and creative thinking areas.

LEVEL II After a pool of possible candidates has been identified, kthose students are further evaluated for creativity, above average abilities, task commitment, and self-esteem.

LEVEL III If questions still remain about the candidates, referral for further specific intelligence and creative abilities testing is completed. This final process should involve very few individuals--those whose profiles may not be clear after review of screening data.

TIMELINES FOR INVESTIGATION AND IMPLEMENTATION OF TAG PROGRAMS IN EAGLE POINT SCHOOL DISTRICT #9:

TIMELINE	ACTIVITY	RATIONALE
September 30	District Task Force appointed consisting of curriculum director, principals, teachers, parents, and a board member	To develop support for the implementation of district-wide TAG program
	Purposes: 1. Investigate needs 2. Make recommendations on implementation plan 3. Recommend possible time lines for implementing any pilot programs	To facilitate the sharing of resources in creating the program
	Inform principals of goals, philosophy, timeline, and any pilots	
	Article appears in District #9 Communications	To communicate what is being planned for talented and gifted
	A bulletin is distributed to all staff members	
	(Both the District Communications and bulletin explain formation of Task Force)	
October 31	Needs assessment survey: 1. Community--to find needs and determine level of support	To gather data from staff, community, and possibly students
	2. Staff--to find needs and determine level of support	To raise awareness level of all parties to the formation of a district-wide program
	Article in District #9 Communication concerning needs assessment survey	To prepare community for needs assessment
	Flyers to staff concerning needs assessment	To prepare staff for needs assessment
November 30	Distribute information	To provide information that

	concerning gifted children and appropriate programs and activities at staff meetings throughout the district	will assist teachers in identifying the correct population
	(Project planners can help with presentation and can provide booklet of pertinent information	To answer questions which staff members may have
	Needs assessment survey results appear in flyer and news article	To let community and staff know results of survey
	Distribute flyer to faculty members prior to faculty meeting	To prepare faculty for the meeting at which information will be distributed
December 10	Present models for delivery to principals and/or other administrators	To assist staff in becoming knowledgeable about the available delivery models
	(Project planners can present and explain a list of possible models, and can discuss goals)	
	Flyer to staff	To inform staff of presentation of delivery models for TAG programs
February 10	Principals present a feasible model for their own buildings	To develop staff understanding of the program available at their school prior to the explanation of the screening process
	Decide on screening process	
	Flyer is distributed to district staff with an overview of each building program	To inform staff of what is happening district-wide
March	Explain screening instruments and procedures at faculty meetings	To establish staff acceptance and comfort level in dealing with complexities of the screening process
	Flyer distributed to staff prior to meeting about screening	To keep staff informed of the screening process
April 1 (prior to ITBS testing)	Screen entire student population	To find potential candidates for TAG programs
	Flyer distributed with	To offer assistance and support

	names and phone numbers of those who can assist if needed	during screening process
May 30	Questionnaire distributed concerning the screening process and instruments that point out strengths and weaknesses	To allow teachers the the opportunity to give input about the screening
	Flyer distributed which includes questionnaire	To share results of questionnaire with staff
September -	Investigate the feasibility of establishing a procedure using a multi-disciplinary team approach that identifies the strengths of possible candidates for district TAG programs (piloted in White City Elementary)	This type of approach could: 1. Assure that gifted students are served efficiently by allowing each student to build on known strengths 2. See that teachers of gifted have somewhere go go for assistance in planning and implementing appropriate programs for each student 3. Allow for the sharing of perspectives when screening each student, helping to eliminate testing bias
	Flyers distributed which update all staff on the progress of this investigation	To keep staff informed of the process
September - February	Various screening devices are piloted to determine which are most appropriate	To provide opportunities for field testing so screening is appropriate for district To research feasibility of tests

SAMPLE OF SUGGESTED ACTIVITIES
FOR KEY PEOPLE IN IMPLEMENTATION PROCESS:

TASK FORCE

Outlines needs assessment process

Determines gaps in proposed program

Presents report of recommendations

ADMINISTRATION

Discusses obligations with staff

Plans for funding

Plans staff development activities

Establishes committee to critique screening and delivery systems

PRINCIPALS

Work with staff to create feasible program that meets five goals

Monitor effectiveness of new programs

TEACHERS

Attend inservice sessions on screening, traits of gifted, creative thinking/problem solving

Facilitate problem solving activities in classroom

SUGGESTED PROGRAM DELIVERY MODELS:

REGULAR CLASS ENRICHMENT:

In this type of program, the classroom teacher is responsible for devising enrichment activities for students, such as independent study, use of individualized learning centers, exposure to other resources, etc. Arrangements for rescheduling the regular curriculum, either allowing a half day per week or one day for enrichment activities, should be made with the administration. Adequate free time for planning by the teacher should be provided.

Students who develop special projects need a forum to share the results of their efforts, so plans should be developed for that purpose. Classroom sharing, parents' night, board meetings, etc.--all might provide an appropriate opportunity for students to share what they've accomplished. An excellent experience for secondary students (grades seven through twelve) is the Southern Oregon Science and Humanities Symposium, when students not only present the results of their work, but are eligible to win scholarships as well. The Symposium represents a "Type Three" activity as defined by Joseph Renzulli.

RESOURCE ROOM ENRICHMENT:

This model features a resource room teacher responsible for scheduling students into a special room to supplement the regular classroom curriculum. Students might meet with the resource room teacher once a day, once a week, etc., according to guidelines established within the school or by the district.

Close communication is essential between the classroom teacher and the resource room teacher in order to establish a team approach in dealing with interests and abilities of students.

HOMOGENEOUS GROUPING:

This model entails graded or ungraded classrooms solely for the gifted. Movement through the regular curriculum could be faster, with more time left for enrichment activities.

(The above examples have been summarized from information included in the publication, Guiding Resources for the Exceptional and Talented, Nancy Battista, Universal Dimensions, Inc., Phoenix, Arizona).

PROJECT AWAKE

KATHLEEN BENNETT

NORTH MIDDLE SCHOOL

GRANTS PASS SCHOOL DISTRICT 7

MARY LEE ALBERTS

SOUTH MIDDLE SCHOOL

GRANTS PASS SCHOOL DISTRICT 7

CAROLYN WILLIAMS

NORTH MIDDLE SCHOOL

GRANTS PASS SCHOOL DISTRICT 7

ED 507G
TEACHING TAG ACROSS THE CURRICULUM

TITLE OF PROJECT: PROJECT AWAKE

SUBMITTED BY: Kathleen Bennett
North Middle School
Grants Pass School District

Mary Lee Alberts
South Middle School
Grants Pass School District

Carolyn Williams
North Middle School
Grants Pass School District

GRADE LEVEL: K - 12

CURRICULUM AREA: All

DURATION OF PROJECT: School Year - 1985-86

OVERVIEW:

TAG in our district has been operating for six years but during those years it has changed greatly, and the participation of schools has declined, usually because of the attrition of teachers. When a TAG teacher leaves, the program at that school is likely to disappear if no other teacher volunteers to take it over. At the present time, at two of our elementary schools, the TAG teachers stepped into the program but feel that they lack training because they were not part of the original group of teachers who participated in the district's extensive inservices at the inception of the TAG program.

Part of the decline of interest in TAG is because of the lack of continued training for teachers, but it is also because of the resistance of many teachers in the district to a TAG program that is so narrowly developed that it deals only with the academically gifted, as identified by a procedure which emphasizes performance on an IQ test.

We would like to initiate a course of action to awaken our teachers and administrators to the importance of TAG and secure their assistance and cooperation in making TAG an active and vital part of each school. We propose to call our campaign "PROJECT AWAKE."

OBJECTIVES:

Themes such as recognizing the importance of broadening the TAG program to include other talent areas, and involving more teachers and students were stressed in the 1985 summer class, TEACHING THE GIFTED ACROSS THE CURRICULUM. These themes, we believe, underlie these anticipated outcomes from our project:

1. Increased recognition of the educational needs of gifted and talented students by teachers and administrators

2. Involvements of greater number of teachers in meeting those needs

3. An extension of the scope of the TAG program, so that developing the varied talents of students is seen as basic to a total school program, in the regular classroom as well as in the TAG class

SETTING:

Entire district

MATERIALS/EQUIPMENT:

Varied. Particularly important will be the communications facilities of the school district, including the printing press. Coordinating and facilitating our efforts will be the assistant curriculum director.

PROCEDURES:

1. Getting ready: The teachers in the district were given a fairly comprehensive TAG survey at the end of this school year. The first steps will be to analyze the results of the survey, assessing the status of TAG at each school and in the district, and report the results of that survey.

2. Activities:

   a. Producing a bimonthly TAG newsletter, the first of which will deal with the results of the survey, and the possible implications of those results. Subsequent issues will include current news aboutTAG in the district and feature articles about talented teachers and students. It will serve as an awareness-raiser about TAG

   b. Cataloging and storing materials for teaching the talented and gifted at the district office, and organizing a checkout system so teachers in the district can use them. Materials have already been ordered and a system is now needed to assure that they get optimum use. The newsletter could be a means of disseminating information about these materials.

   c. Encouraging schools to produce an education fair in the spring to showcase the student products and activities that reveal "talents and gifts" for parents and the public

   d. Expanding the TAG task force so that it includes more teachers, and represents all the schools, and reflects an interest in other talents besides academic talent

   e. Developing a series of inservices for teachers to present information about recognizing and dealing with the gifts and talents of students in their classrooms. The first inservice (which is already scheduled) will be a presentation on Talents Unlimited, which we heard reviewed in this summer class

   f. Promoting the formation of parent support groups for TAG

   g. Contacting press and media with news about talented students whenever possible

EVALUATION PROCESS:

A short followup survey will be administered to the teachers in April to determine to what extend the goals of PROJECT AWAKE have been achieved.

BUDGET:

Not yet determined.

TAG OPPORTUNITIES FOR SCIENCE

MAXINE BROWN

HOOVER ELEMENTARY SCHOOL

MEDFORD SCHOOL DISTRICT 549C

ED 507G
TEACHING TAG ACROSS THE CURRICULUM

TITLE OF PROJECT: TAG OPPORTUNITIES FOR SCIENCE

SUBMITTED BY: Maxine Brown
Hoover Elementary School
Medford School District #549C

GRADE LEVEL: Third

CURRICULUM AREA: Science

DURATION OF PROJECT: School year

OVERVIEW:

While these ideas have been developed to be used in conjunction with Holt Science, 1984, the units can appropriately be used with other texts.

Students will be involved in varied activities that expand and enhance unit concepts. Special provisions have been made for the students with a strong science interest and the intellectually gifted.

OBJECTIVES:

Will vary with activities.

TEACHER PREREQUISITES:

Teacher will be familiar with the basic science concepts for this level and have a willingness to encourage higher-level thinking skills.

STUDENT PREREQUISITES:

The ability to work in small groups or independently, as the activity requires.

SETTING:

Classroom, neighborhood around school, field trips to planetarium, hospital and the park.

MATERIALS/EQUIPMENT:

Will vary with activities.

PROCEDURES:

Will vary with activities.

EVALUATION PROCESS:

Specific projects will be evaluated on organization, techniques employed, materials used, degree of enthusiasm shown, student's evaluation of problems encountered, and overall finished product.

BUDGET:

(To be developed during the school year).

HOLT SCIENCE Third Grade

Maxine M. Brown

UNIT 1 THE LIVING WORLD (6 weeks)

Chapter 1-What is a Living Thing?

All: Small groups of students will be given a box full of items to identify as living or non-living. Then the class will compile lists on class chart

TAG: Define "animate" and "inanimate". Decide if the words can be used in place of "living" and "non-living."

Given a bucket of dirt, identify and classify things found in dirt. Make use of magnifying glasses and magnets.

Chapter 2-How Living Things Grow

All: Make the lettuce leaf and onion skin slides described in Holt Skillbook, page 4, so whole class can observe individual cells under a microscope.

TAG: Make other slides for class to observe.

Dissect a hard-boiled egg in order to see clearly the parts of an individual cell. Make a drawing and label the nucleus, cell membrane, and cytoplasm.

Chapter 3-Simple Living Things

All: Take a walking field trip to the hospital to look through electron microscopes to see ameba, protozoan, euglena, and other available bacteria.

Make several loaves of bread to observe yeast activity. (Then enjoy eating!)

TAG: Bring in pond scum and other algae to observe under microscope.

Try to grow own molds from bread, fruits, cheeses and meats. Keep track of time it takes to be first visible, measure growth for a week, and record all observations in some form

UNIT 2 ROCKS AND FOSSILS (6 weeks)

Chapter 4-Rocks

All: Share part of students' rock collections with a suggested limitation of 5 rocks.

Bring in an interesting rock to be polished in rock polisher while unit is in process.

Make sugar crystals (Mr. Wizard's Experiements for Young Scientists, page 63).

TAG: Look up and define "igneous," "metamorphic," and "sedimentary." Work independently on identifying samples given them using rock identification key.

Make charcoal briquet crystals - (Mr. Wizard's, page 56).

Chapter 5-Changing Rocks

All: Bring in chunk of granite. Lift and feel its weight. Then begin picking at it to break it into smaller pieces, showing the effect of erosion.

Art- Change a rock or rocks into something else.

TAG: Make a word search from new words in unit for other class members to work on.

Chapter 6-Fossils

All: Observe and try to identify a piece of amber

Make their own fossil from activity on page 86.

Art- Make a clay dinosaur.

TAG: Reconstruct a dinosaur skeleton using balsa wood models. Let the students "discover" the bones and get the feel of being a paleontologist.

UNIT 3 CHANGES IN MATTER (3 weeks)

Chapter 7-Matter

All: Do ice cube melting activity on page 110.

After reading page 117 do experiment with water by freezing it. Mark jar to show where liquid was and where solid was. Water is an exception to the expansion and contraction laws and students should be able to come to that conclusion.

TAG: Do an ice cube experiment at home, using a control ice cube for each method. Suggest adding materials such as salt, sugar, flour or speces to see differences, if any, in the melting cubes. Record experiments.

Chapter 8-Heat

All: Walk to nearby home to see solar panels on roof. Discuss observations about placement, possible purposes, and other types of solar collectors they are aware of.

TAG: Develop a crossword puzzle from new words in unit, using graph paper. Be sure to include definitions and run off for the class to complete.

Chapter 9-Matter in Water and Air

All: Do experiment activity on page 139 to show how oxygen is necessary for a flame.

TAG: Assign a different type experiment to each student from Holt Skillbook, page 44, for making rust. Have students do these at home and after 3 days pool results and observations. Try to formulate what rust needs in order to form.

UNIT 4 OUR SOLAR SYSTEM (6 weeks)

Chapter 10-The earth and the Moon

All: Do activity on page 154 to show why the moon has phases.

TAG: Why do we call Crater Lake a crater? Was it formed by an object hitting the earth's surface? Where is the justification for its being called a crater?

Chapter 11-The Sun and the Stars

All: Do the experiment on page 164 to help them understand gravity.

TAG- Choose a constellation and make a "Picture that Lights Up" (American Book Company reading series, Building Dreams). Share with class, showing where their constellation is in relation to the North Star.

Chapter 12-Journey to the Planets

All: Field trip to the Planetarium

TAG: Do activity on page 185 for the class, showing relative distances of planets from sun, using centimeters.

From Holt Skillbook, page 60, make a capsule to be sent to outer space. Each child thinks of 5 items, then works as a group to select the best 10 to represent life today.

PLANET REPORTS: To be done by all the students in the room. This research project is to be done entirely in the classroom. Student will select a planet and do research to find the information on a given outline. Then student will write in complete sentences and in good paragraph form. Rewrites expected. When it is in final form, student will read report to the class.

UNIT 5 MAGNETISM AND ELECTRICITY (5 weeks)

Chapter 13-magnets

All: Make available materials so that students can experiment with magnets, using the activity on page 194 as a guide.

TAG: Magnetize a needle, identify poles and make it into a compass.

Chapter 14- Electricity

All: Experiment with creating static electricity, such as walking on rugs, or rubbing balloons in hair. Then complete activity on page 204.

TAG: Make available Science Fair's 100 in 1 Electronic Project Kit for students to experiment with. Have available for home checkout if student is interested.

Chapter 15-Using Electricity

All: Have students try to record at home all the things they used that are operated by electricity. Then record how many minutes they used them. Do this over a 3-4 day time period. Make a class chart to see who uses more electricity, and another to show what the most common appliances were.

TAG: Make them aware that different items use different amounts of electricity. See if they can find out what the different energy use ratings are on items frequently used in their homes.

UNIT 6 WHERE PLANTS AND ANIMALS LIVE (6 WEEKS)

Chapter 16-The Forest and the Grassland

All: Walk to the park to collect as many specimens of grassland inhabitants as are active this time of year. Work to classify them.

TAG: Choose an interesting project to work on that ties into this unit.

Chapter 17-The Desert and the Tundra

All: Observe a cactus in the room. Keep it dry for the month preceding unit study, then water and see how quickly it will bloom.

Identify arctic animals in a poster, then do an art lesson with watercolors, outlining their favorite animals as if they were a tundra resident.

TAG: Try to draw relationships between desert and tundra plants and animals. Discuss protective coverings (thick skin, thick fur), use of water, adaptive exteriors (color changes, leaf curlings). Discuss whether the term "hardy" has different meaning for the desert than it does for the tundra.

Chapter 18-Water Habitats

All: Do activity on page 265 that demonstrates what effect sunlight has on plants and their need for it.

Talk about the tide pools on the Oregon coast and let students share experiences with class.

TAG: Are there any plants that need to be in the dark for part of the year? If so, why? (Poinsettia)

Continue work on projects chosen in chapter 16.

FROM THE GROUND UP

JAN LIPPEN-HOLTZ
RICHARDSON ELEMENTARY SCHOOL
CENTRAL POINT DISTRICT 6

BOB PANTEL
JEWETT ELEMENTARY SCHOOL
CENTRAL POINT DISTRICT 6

DAVE POTTER
KENNEDY ELEMENTARY SCHOOL
MEDFORD DISTRICT 549C

ED 507G
TEACHING TAG ACROSS THE CURRICULUM

TITLE OF PROJECT: FROM THE GROUND UP

SUBMITTED BY: Jan Lippen-Holtz
Richardson Elementary School
Central Point District #6

Bob Pantel
Jewett Elementary School
Central Point District #6

Dave Potter
Kennedy Elementary School
Medford District #549C

GRADE LEVEL: 5 - 6

CURRICULUM AREAS: Social Studies, Math, Science, Language Arts, Art/Crafts

DURATION OF PROJECT: One year

OVERVIEW:

The purpose of this project is to offer students an exploratory life experience which will provide them with opportunities to develop and enhance skills in leadership, decision making, reasoning, creative problem solving, research, and individual and group production.

The project has been designed to be implemented in three schools at the same time so students will be able to share similar experiences. The three classes will meet together during the project for special activities. The project is a multi-curriculum activity. Social studies, math, science, language arts, and art must be utilized and applied to achieve success.

Designed for a regular classroom setting, this project offers special opportunities for TAG students to value and challenge their talents and achieve higher levels of sophistication.

OBJECTIVES:

Students will collectively design and develop a realistic city and take on roles as active citizens of their community. To accomplish this, the students must accomplish six sub-objectives.

TEACHER PREREQUISITES:

The role of the instructor is vital to the success of the project. The teacher must recognize his/her role as facilitator-guide, capitalizing on the students' learning styles and strengths in order for each student to reach his/her maximum potential.

STUDENT PREREQUISITES:

Students must be able to accept the responsibility of working effectively in groups and individually. They should be willing to assume leadership roles.

SETTING:

Refer to sub-objectives. Most activities can occur in the classroom.

MATERIALS/EQUIPMENT:

Refer to sub-objectives.

PROCEDURES:

Refer to sub-objectives.

EVALUATION PROCESS:

Methods of evaluation are to be established during the process of this project. Students should help to determine how the project should be evaluated.

BUDGET:

Expenses will vary depending on materials used. Refer to sub-objectives.

S U B - O B J E C T I V E # 1 -- Students will select a geographical setting.

TIMELINE: Approximately five hours

TASK	AVAILABLE RESOURCES	TAG OPPORTUNITIES	NOTES
Students will study different environments to determine desirable location for a city.	Frank McGraw, SOSC Association of American Geographers Walking tours of cities in near vicinities	Development of leadership skills Development of verbal skills (i.e., debating)	
Given a set of geographical terms, the students (working in small groups) will choose desirable location of a city. Small groups will debate each other, and one locale will be selected. New groups will be formed in order to construct agreed-upon environments. (Opportunity for art tie-in).			

S U B - O B J E C T I V E # 2 -- Students will assume job roles.

TIMELINE: One week for research, one week for reports

TASK	AVAILABLE RESOURCES	TAG OPPORTUNITIES	NOTES
Choose an occupation, research it, and report findings to class. Books, magazines, films Criteria: * at least one personal interview * at least two other sources * use of visuals stressed for report	Local community businessmen and professionals sophistication	Individual projects will allow TAG students to reach a higher level of	Interviews may be in person or by phone Proper interviewing protocol taught Class will develop types of questions appropriate and effective for a successful interview Students may order films for personal viewing to gain information for reports * analysis * note-taking skills

S U B - O B J E C T I V E # 3 -- Students will take on the role of land owners.

TIMELINE:

TASK	AVAILABLE RESOURCES	TAG OPPORTUNITIES	NOTES
Select appropriate sites for a business and/or homesite	City planners	Research and marketing techniques and advertising	
	Local builders/ contractors		
Research newspapers for dollar ranges of homes	Loan officers		
	Realtors		
Construct budgets			

S U B - O B J E C T I V E # 4 -- Students will plan and develop a city

TIMELINE:

TASK	AVAILABLE RESOURCES	TAG OPPORTUNITIES	NOTES
Identify essential needs of a city (i.e., water, electricity, etc.) Develop basic layout * zoning * 8000 sq.ft. min. Research environmental standards Place city physically on master map to scale Make larger models depicting more details on separate paper Groups will make layouts dfand debate Create models of buildings from clay or other media	City planners EPA (Environmental Protection Agency) Air quality standards	Math TAG students learn scale, area and square foot Group research on Brasillia (in order to study a city with a pre-planned design	

S U B - O B J E C T I V E # 5 -- Develop a city government.

TIMELINE:

TASK	AVAILABLE RESOURCES	TAG OPPORTUNITIES	NOTES
Discover the various government jobs and responsibilities	Film resources	Write to different cities asking about city government	
	Mayors of cities		
	Field trip to city council meetings	(Chambers of Commerce)	
* City Council		All three clases will meet and exchange progress reports after	
Develop city promotional brocure			
city council meeting			
Campaign and elect city council reps			

S U B - O B J E C T I V E # 6 -- Students will solve problems common to cities.

TIMELINE: One week per problem

TASK	AVAILABLE RESOURCES	TAG OPPORTUNITIES	NOTES
Each class will create a city problem (or duplicate a <u>real</u> problem and present it to another class at the city council meeting	Community experts		
Students will report back in person or by mail how they solved or handled the problem			

VISUAL EXPRESSION

MARY LEE ALBERTS

JOHN RHODES

SOUTH MIDDLE SCHOOL

GRANTS PASS DISTRICT 7

ED 507G
TEACHING TAG ACROSS THE CURRICULUM

TITLE OF PROJECT: VISUAL EXPRESSION

SUBMITTED BY: Mary Lee Alberts
John Rhodes
South Middle School
Grants Pass District #7

GRADE LEVEL: 6 through 8

CURRICULUM AREA: Language Arts and Art Illustration

DURATION OF PROJECT: 1985-86 School year

OVERVIEW:

In this project, a cooperative venture between a language arts and an art classroom, students will produce, edit, market, write and illustrate materials for a magazine of student writing and graphic communication.

The writing and art work will be open to all students; however, the magazine will be a TAG project.

OBJECTIVES:

Students will . . .

1. Study and produce graphic communications in printed materials
2. Have the opportunity to present their work in print
3. Have a vehicle for sharing their written communication
4. Present dialogue with graphic ideas
5. Understand the printing process and the marketing of a product
6. Use computers for processing their information
7. (TAG Students) Serve as contributors, editors, marketers, artists, etc.

TEACHER PREREQUISITES:

The teacher will . . .

1. Secure administration approval of project
2. Set the criteria for teachers in choosing student contributions
3. Seek support of language art teachers at all three grade levels

STUDENT PREREQUISITES:

The students must be able to work with the art teacher, both in and outside of

the regular art classes, must demonstrate an ability to write, and must be willing to complete a project outside of class time.

MATERIALS/EQUIPMENT:

Pens, paper, art materials (pens, points, india ink), typist, printing press (can be done by district print shop).

PROCEDURES:

1. Give students an information sheet describing the project. Set a target date for contributions to be completed.

2. Involve students in all phases of the project

   a. Drawing and/or writing,then editing papers

   b. Working on format of the magazine

   c. Studying marketing their product

3. Involve students in the evaluation of the project; record their suggestions for improvements

EVALUATION PROCESS:

At the end of the project staff and students will evaluate the entire process. The quality of the works entered will be a contributing factor. Criteria developed by the class will be used in the evaluation.

BUDGET:

Expenses for typing (unless it can be done by existing personnel), art materials, printing.

Some revenue could be generated by selling the magazine.

YOUNG WRITERS' CONFERENCE

MARY LEE ALBERTS

SOUTH MIDDLE SCHOOL

GRANTS PASS SCHOOL DISTRICT 7

JACK DWYER

LORNA BYRNE MIDDLE SCHOOL

JOSEPHINE COUNTY UNIT

ED 507G
TEACHING TAG ACROSS THE CURRICULUM

TITLE OF PROJECT: YOUNG WRITERS' CONFERENCE

SUBMITTED BY: Mary Lee Alberts
South Middle School
Grants Pass School District #7

Jack Dwyer
Lorna Byrne Middle School
Josephine County Unit

GRADE LEVEL: 6 through 8

CURRICULUM AREA: Communications/English, Journalism

DURATION OF PROJECT: 1985-86 School year

OVERVIEW:

A writers' conference will be organized and held for middle school students from Josephine County, District #7, and Rogue River Schools. Speakers, workshops, and student sharing presentations will stimulate young writers. Some student work will possibly be published.

OBJECTIVES:

1. Students will strengthen their identities as writers due to being selected for the conference, preparing for presentations and attending

2. Students will learn specific approaches and skills in writing from guest speakers, workshops, and other student writers

3. Students will become acquainted with writers from other schools

4. Publicity, including possible publication of student work, will heighten community awareness and appreciation of what young students are learning

5. In sum, students will gain understanding and appreciation of good writing and their interest and participation in the writing process will be stimulated

Note: The conference will not be limited to talented and gifted students, but many with special abilities in writing will attend

TEACHER PREREQUISITIES:

Schools invited to attend will be as follow:

Rogue River School District:
Rogue River Middle School

Grants Pass District #7:
South Middle School
North Middle School

Josephine County Unit:
Lorna Byrne Middle School
Fleming Middle School
Lincoln Savage Middle School

Each school will select four writers from each grade level (6-8). A list of selection criteria will be provided, including writing ability, interest, and preparation. The editor of the school newspaper, or a staff person, should be included. There will be a specific sharing group for them. Teachers may organize contests of symposia within their schools. A representative teacher will be required to attend the conference and any organizational meeting(s) necessary.

STUDENT PREREQUISITES:

Beyond work required by the selection process of each school, students will bring copies of their work to share with a small group of students. Each sharing group will select one work for publication by the Grants Pass Daily Courier or by a conference publication. School newspaper representatives should bring copies of their publications.

SETTING:

We will attempt to reserve the use of the Rogue Community College campus for early February, 1986.

MATERIALS/EQUIPMENT:

Typing and duplicating machines, paper, postage

PROCEDURES:

1. Ascertain level of funding available
   a. Grants (SORD), Oregon Writing Project
   b. School districts
2. Reserve location. RCC if possible
3. Contact possible large group speakers and workshop leaders and secure commitments
4. Notify schools of conference. Supply list of preliminary activities, guidelines for selection of student represenatives, and a timeline
5. Contact designated students. Provide them with guidelines for their presentation and ascertain areas of interest for workshops
6. Recruit sharing group leaders - possibly from area high school students. Provide guidelines
7. Arrange lunch, room locations, etc.

8. Prepare schedules for participants

9. Hold conference, to include the following:

   a. Large group address(es) by guest speaker(s)

   b. Medium group workshops by guest writers, as per student interest

   c. Small group sharing and balloting for selection of outstanding work. There will be one student from each school to promote friendships between schools and insure objectivity in balloting

   d. Large group announcements of balloting results

10. Outstanding works will be published in local newspaper or conference publication

11. Possible followups include:

   a. Oregon Writers Festival

   b. Interschool exchange of letters, school newspapers, creative writing publications

   c. Recognition of student writers at their schools

EVALUATION PROCESS:

Participating schools, students, speakers, and group leaders will be asked to complete a questionnaire.

BUDGET:

Transportation/expense stipends for speakers	$80-$500
Postage/printing/phone	$75
Publication (optional)	$150
Mileage for organizers	$50
Total budget	$355-$775

EDITORIAL CARTOONING

JOHN RHODES

SOUTH MIDDLE SCHOOL

GRANTS PASS SCHOOL DISTRICT 7

ED 507G
TEACHING TAG ACROSS THE CURRICULUM

TITLE OF PROJECT: EDITORIAL CARTOONING

SUBMITTED BY: John Rhodes
Grants Pass School District #7

GRADE LEVEL: 8 through 12

CURRICULUM AREA: Art/Illustration, Journalism, Creative Writing

DURATION OF PROJECT: Five to Nine Weeks

OVERVIEW:

This project involves students in the study of editorial cartoons in current publications (content, technique, production processes), and creation of their own cartoons.

OBJECTIVES:

The student will study the style, ideas and techniques of one or more published editorial cartoonist; implement basic drawing skills for depiction of human anatomy and proportions, emotions and expressions, caricatures, quick sketch techniques, foreshortening, wash and ben day shades; current events; market research; magazine and newspaper layouts; printing processes; brainstorming techniques; writing gag lines and copy-ready art.

TEACHER PREREQUISITES:

The teacher should familiarize self with basic drawing and cartooning skills, printing processes, cartooning formats for publications, brainstorming techniques, current events and copy ready art.

STUDENT PREREQUISITES:

The student should understand and be able to use advanced perceptual skills and have a good drawing ability; understand and apply human and mathematical proportions; be familiar with printing processes; have good writing skills and be self-disciplined to work alone.

SETTING:

The art room or a room that has specific areas for work, clean-up and storage of materials is preferable. Writing copy can be done in the regular classroom and/or at home. Rough sketches of ideas can be drawn anywhere. Final art work should be done under teacher direction. Background information can be gatherd by visiting local newspapers and printing businesses. Interviewing local freelance cartoonists would be desirable.

MATERIALS/EQUIPMENT:

Most materials can be found in the high school art room. Special materials may

have to be ordered at the middle and junior high level of instruction. Based on information provided by professional cartoonist, the materials listed below are most commony used. Included with the budget are approximate values of these supplies based on the needs of twelve artistically gifted students.

Black, waterproof India Ink
Pen Holders
Pen Points: Speedball A5, B5
Gillotts 1290, 170
Hunt 22, 56
Brushes: #2, #4, #6
Pencils: #2, HB, H
Paper: 2-ply Bristol, Bainbridge or Strathmore, 22 1/2" x 28 1/2" smooth or vellum
Erasers: Magic-rub, kneaded, pink

PROCEDURES:

The student will collect one to three weeks of daily editorial cartoons drawn by the same artist; collect one to three weeks of global news events; practice basic drawing and cartooning skills; create own character and place in personal setting; read and study books on cartooning; conduct interviews and visit publshing houses and newspapers.

FOLLOW-UP ACTIVITIES:

The follow-up activities could be publication in student newspaper and/or magazine. Student could approach a local newspaper for possible publication of their cartoons.

EVALUATION PROCESS:

The student will confer with the teacher about technical problems, collection of data, highlight, areas of realization and writing copy. The student and teacher will evaluate the feasibility of copy and art work to determine the affect/effect of the idea behind the graphic representation of the news story and possibly have an adult audience evaluate the editorial cartoons using the same criteria.

BUDGET:

2 quarts India Ink	38.60
1 dozen pen holders	5.25
2 dozen pen points	20.40
Brushes (optional)	
6 dozen pencils	12.60
100 sheets paper	56.00
3 dozen Erasers	13.10
TOTAL	$145.95

UPWARD AND OUTWARD

JAMES CHRISTENSEN

FLEMING MIDDLE SCHOOL

JOSEPHINE COUNTY UNIT

ED 507G
TEACHING TAG ACROSS THE CURRICULUM

TITLE OF PROJECT: UPWARD AND OUTWARD

SUBMITTED BY: James Christensen
Fleming Middle School
Josephine County Unit

GRADE LEVEL: 6 through 8

CURRICULUM AREAS: Leadership, problem solving, physical education, critical thinking

DURATION OF PROJECT: School year

OVERVIEW:

UPWARD AND OUTWARD is a project in leadership development and self-improvement based on the idea that a student's self-confidence is improved by risk taking above and beyond his/her normal expectations. Improved self-confidence will be accomplished through a variety of outdoor experiences and trust games. These experiences might include, but are not limited to, outdoor survival, overcoming fear of heights, maneuvering over unstable surfaces, whitewater rafting, and other problems requiring group problem solving.

OBJECTIVES:

The students will. . .

1. Show an increase in leadership skills due to improved self-confidence as a result of risk taking
2. Demonstrate the use of problem solving strategies when presented with a new and unique problem
3. Apply independent critical thinking skills (gifted students, especially) to problem solving processes
4. Use creative problem solving skills in developing activities within this project

TEACHER PREREQUISITES:

The teacher should . . .

1. Possess some experience in outdoor skills
2. Find a source of experienced resource personnel in areas of:
    a. Rock climbing
    b. Survival
    c. Whitewater rafting
    d. Tree climbing

STUDENT PREREQUISITES:

Students should be in average physical shape.

SETTING:

This project will be run in a forested area adjacent to the physical education field at Fleming Middle School in Grants Pass. It might be replicated in similar areas near other schools.

MATERIALS/EQUIPMENT:

Materials are extensive and will vary depending on the particular activities included in the project. Included should be treated posts and boards for the construction of various apparatus needed for the risk taking portion of the project. A fence may need to be erected around the project to secure the area. The equipment list may include (but not be limited to): rock climbing equipment (ropes, pitons, carabiners, climbing harnesses, etc.), rope, cargo nets, 1/2 inch steel cable, 2" ropes, pulleys, tree climbing equipment, one inch rope, trapeze, various connecting materials for cables and ropes, three ten-man rafts, 25 paddles, advanced first-aid kit, air pump for rafts, raft repair kit, and sand.

PROCEDURES:

1. Getting ready: Secure administrative approval to implement the project; secure parental permission; check school insurance; inform students of the objectives of the project, and share examples of similar types of programs

2. Sequence of activities:
   a. Brainstorm ideas for activities and apparatus which will be needed
   b. Develop a list of activities which will be used in the project
   c. Develop a resource list of people and projects which might be used as advisors or guest presenters
   d. Construct the training apparatus
   e. Start training, using trust games to gain confidence in the group
   f. Continue training by advancing to above-ground level apparatus designed to improve self-confidence through risk-taking
   g. Provide training in first aid
   h. Provide training in outdoor survival
   i. Introduce rock climbing (if qualified instructor can be found)
   j. Introduce whitewater raft training (in the spring)
   k. Conduct whitewater raft trip on the Rogue or Klamath Rivers

3. Followup Activities: On conclusion of the project the students will compile a book of their experiences. The project director will also work with the leadership instructor to check the progress of students. It is hoped an increase in leadership ability will be evident in talented and gifted students, seen through increased participation and performance. Once the materials and apparatus have been in place, it is possible that this program could take place every school year.

EVALUATION PROCESS:

The program will be evaluated at its conclusion by the TAG students who participated in the project. They will be asked what they see as the strong points of the project and how it could be improved. A desired outcome for gifted students would be improved leadership skills.

BUDGET:

For the equipment listed above, the estimated budget for the first year should be around $10,000. Funding could come from matching grants or fund-raising activities. Funds could also be acquired in stages, the first stage being completed for the first year.

RESOURCES:

Project Adventure, Inc.
P. O. Box 100
Hamilton, MASS 01936

OUTWARD BOUND, Inc.
National Office
384 Field Point Road
Greenwich, CT 06830

OUTWARD BOUND, Inc.
Northwest Office: Northwest Outward Bound School
110 S. W. Bancroft Street
Portland, OR 97201

National Outdoor Leadership School
Box AA
Lander, WY 92520

LITERARY MAGAZINE

JAMES DISMUKE

ST. MARY'S HIGH SCHOOL

MEDFORD

ED 507G
TEACHING TAG ACROSS THE CURRICULUM

TITLE OF PROJECT: LITERARY MAGAZINE

SUBMITTED BY: James Dismuke
St. Mary's High School

GRADE LEVEL: 10 through 12

CURRICULUM AREA: Language Arts

DURATION OF PROJECT: One year

OVERVIEW:

Students will submit materials and publish a literary magazine

OBJECTIVES:

Students will . . .

1. Publish, design, edit, and sell a literary magazine
2. Submit short stories, poetry, essays, art or photos for publication
3. (TAG students) Complete workshops in poetry, fiction writing, layout design, and magazine editing

TEACHER PREREQUISITIES:

The teacher must . . .

1. Have knowledge of publication and editing techniques
2. Have knowledge of creative writing skills
3. Be prepared to use community resources to aid student instruction.

STUDENT PREREQUISITIES:

The students will . . .

1. Be selected based on creative abilities in the language and visual arts
2. Need to use organizational and time management skills
3. Exhibit t e ability to lead others — a vital factor in the management of the magaz ne
4. Analyze and criticize writing and artwork

SETTING:

1. The magazine will be created primarily in the classroom

2. Field trips to the printer, sales calls to local businesses, and visits to local schools will also be done

MATERIALS/EQUIPMENT:

1. Texts on editing a magazine

2. Dummy layout sheets

3. Photography equipment

PROCEDURES:

1. Getting ready

   a. Staff applications and faculty evaluation forms passed out

   b. Staff selections

   c. Initiation period -- study of fundamental skills

2. Sequence of activities:

   a. Initiation skills
      1. Lecture/discussion
      2. Workshops

   b. Selection of staff positions

   c. Determine publication date

   d. Prepare letter to all English classes that outlines purposes of magazine, rules for submission of materials, and type of material needed

   e. Visit printer and determine budget

   f. Determine theme

   g. Make up production schedule
      1. Deadline for material selection
      2. Deadline for art work and layouts
      3. Deadline for submission to printer

EVALUATION PROCESS:

1. Student writing will be evaluated on these criteria:

   a. Sentence style and variety

   b. Clarity of main purpose and idea

   c. Development of ideas

   d. Unity/coherence

e. Mechanics

2. Layout design will be evaluated according to unity, clarity of purpose, and contribution to the main theme

3. Sales quotas will be set for all sales personnel

4. Deadlines will be strictly enforced

BUDGET:

Determined by printing costs -- varies with paper, printing process, and cover materials

S.E.T. WEST

(STUDENT ENTERPRISE THEATRE WEST)

WILLIAM G. HORTON

PHOENIX HIGH SCHOOL

PHOENIX-TALENT SCHOOL DISTRICT

ED 507G
TEACHING TAG ACROSS THE CURRICULUM

TITLE OF PROJECT: S.E.T. WEST
(STUDENT ENTERPRISE THEATRE WEST)

SUBMITTED BY: William G. Horton
Phoenix High School
Phoenix-Talent School District

GRADE LEVEL: 7 through 12

CURRICULUM AREA: Drama, Dance, Vocal and Instrumental Music, Technical Arts, Home Economics, Business

DURATION OF PROJECT: Six Weeks

OVERVIEW:

S.E.T. West is an acronym meaning Student Enterprise Theatre West. It is intended to provide options for the optimum development of talented and gifted children (performing and technical arts) by producing and performing a major musical comedy and by participating in master classes of special interest to the student.

NEED:

Evidence exists that children in non-urban and non-suburban schools are often culturally and educationally deprived because of a lack of cultural and/or educational opportunity in the school's service area. The rural student who is talented and gifted can benefit from an intensive resident summer school centered around the performing arts. It will provide instruction in areas of strong interest that may not be possible in the student's home school. It will also provide for broadened options providing greater flexability in an organized and disciplined atmosphere. It will allow bright and talented children a chance to align themselves with like children in a large group situation.

TIMELINE:

Development of financial committments:

1. Make tentative commitments for facility use at Britt Festival and SOSC

2. Write grants to Carnegie Foundation, SORD, Carpenter Foundation

3. Begin to develop financial commitments from private contributors

Program Development:

October - Begin staff search and selection

November - Design promotional posters and brochure

December - Have brochures and posters printed

Jan-Feb - Make verbal contacts with principals and drama directors to promote the concept of summer theatre

March - Finalize staff selection. Receive applications and resumes from students

Apr-May - Audition and interview students and select performers, technicians, and management staff

Program: Program will last six weeks:

8:00 a.m. General Sessions, speakers and announcements
9:00 a.m. - 12:00 noon, Masters class/workshops
1:05 p.m. Rehearsal and Production
Evening Free time/Attendance at OSFA performances

OBJECTIVES:

1. To enroll as many eligible high school and junior high school students as possible for the purpose of producing a major musical for public performance (i.e., CATS, PIPPEN, ANNIE)

2. Involve students in master class workshops in their special interest areas

3. Provide opportunities for exceptional students in various content areas (drama, vocal and instrumental music, dance, home economics, art, technical arts)

4. Provide for advance placement college credit

5. Extend state and community recognition of fine art talent in southern Oregon

6. Open up performing arts opportunities to regional small schools with limited or no programs of their own

7. Promote multi-school district participation in a project focusing on talented and gifted students

IDENTIFICATION OF STUDENTS:

Possible actors will be screened from open auditions in regional tryouts on four consecutive weekends in April and May. Final selection will be made by a committee consisting of the project director, artistic director, vocal music director, and choreographer. The instrumental section will be auditioned by the S.E.T. WEST music instrumental director, the assistant conductor, and the instrumental director of the host school. Technical auditions will be conducted by the lighting, scenic, and costume designers and the technical director. All auditioners will be required to submit an application, letter of recommendation, and resume prior to the audition or interviews.

SETTING:

Primary facilities to be used will be the campus of SOSC and the performing arts facilities there. Final performance of the musical may be on the Britt Festival stage as a part of the Britt Musical Theatre Festival.

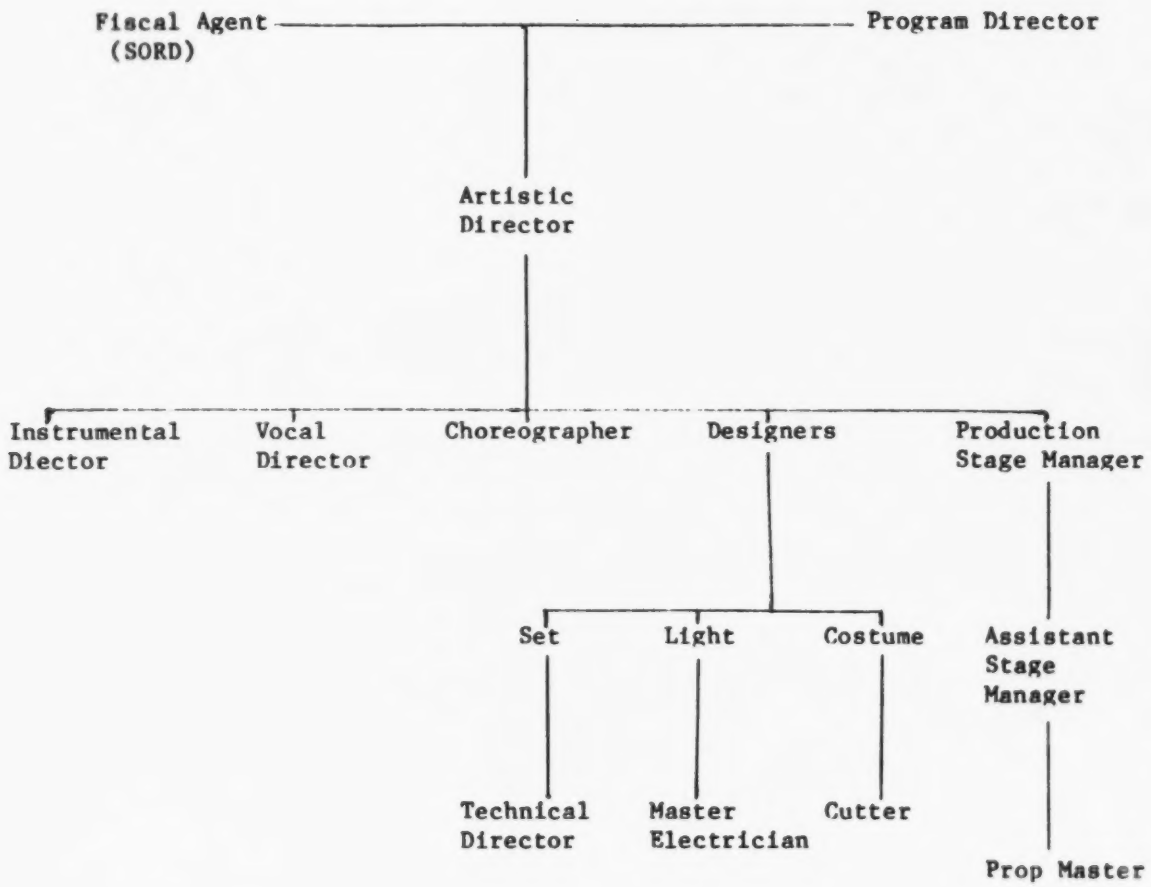
MATERIALS/EQUIPMENT:

Materials and equipment will be varied depending on the production, but will include such items as lumber, muslin, paint, brushes, sizing, glue, hardware, bulbs, 2-4 carbon arc spot lights, gel, patterns, cloth, buttons, zippers, thread, applications, tickets, promotional materials and posters.

ACTIVITIES:

1. Selection of adult staff by SORD at the recommendation of project director
2. Selection by audition of cast, crew, management staff
3. Participation in performing art and technical art workshops
4. Recreational activities on Tuesdays, Thursdays, and weekends
5. Production of a major musical comedy

MANAGEMENT:


Fiscal Agent
(SORD)
Program Director
Artistic
Director
Instrumental
Diector
Vocal
Director
Choreographer
Designers
Production
Stage Manager
Set
Light
Costume
Assistant
Stage
Manager
Technical
Director
Master
Electrician
Cutter
Prop Master

EVALUATION PROCESS:

(To be determined)

BUDGET:

Income: Major funding, thanks to preliminary work done by Ed Murray at Phoenix High School, is available from the Carnegie Foundation ($60,000). Additional funding may be available from local sources such as the Carpenter Foundation, SORD, and the Britt Festival.

Expenses: Productions costs--scenery construction, lighting, costume construction, printing, stipends and honoraria for professional staff and program director

ACKNOWLEDGEMENT:

The ground work and many of the ideas for this proposal are based on a proposal submitted to SORD in 1983 by Ed Murray from Phoenix High. An interview with him revealed that the money to operate this program is available.

THE GREENWAY PROJECT

SPENCE WEBBER

PHOENIX HIGH SCHOOL

PHOENIX-TALENT SCHOOL DISTRICT 4

ED 507G
TEACHING TAG ACROSS THE CURRICULUM

TITLE OF PROJECT: THE GREENWAY PROJECT

SUBMITTED BY: Spence Webber
Phoenix High School
Phoenix-Talent School District #4

GRADE LEVEL: 4 through 12

CURRICULUM AREAS: Outdoor Education, Career Education, Environmental Studies, Math/Sciences, Computer Science, Social Sciences, Political Science, Social Services, and Forestry

DURATION OF PROJECT: Initial startup scheduled for September, 1986. Duration of project is dependent on need, interest, commitment, financing, sponsors, etc., involved with Greenway

---

OVERVIEW:

The GREENWAY PROJECT will be a district-wide project that may be shared with other school districts along the Bear Creek Valley. The activity will involve TAG students from Phoenix and Talent in the development of the ongoing Greenway Project being implemented by Jackson County. The focus of the project will be on investigation, identification, assessment, and evaluation for the enhancement of existing habitat along the Bear Creek Greenway.

The project will involve students twice a week, three hours per session, for a total "pullout" of six hours per week. Students from grades 4 - 12 will be given opportunities to work in pairs on fish and wildlife studies, stream enhancement, environmental impacts, land-use planning and development, soil studies, flora and fauna reports, etc.

The project will utilize a wide variety of resource persons: district classroom teachers, college professors, attorneys-at-law, city and county planners, councilmen and commissioners, wildlife experts, and other specialists in the field of public administration and services.

OBJECTIVES:

At the conclusion of the project, the learner will be able to. . .

1. Explain the relationships between the biotic and abiotic factors in the environment

2. Write a descriptive paper on man's impact on the environment and the environment's influence on man

3. Identify familiar features on a variety of manps (e.g., topographical, climatic, soil, outline, etc.)

4. Use the scientific method and solve problems

5. Use the instruments, techniques, and language of science and social science

6. Use skills in research, organization, interpretation, analysis, synthesis, and evaluation

7. Substantiate orally, as well as in written expression, both sides of particular issues concerning Bear Creek

8. Construct and present a journal comprised of observations, sketches, and photographs of Bear Creek and its changes seasonally

9. Explain the effect of population on the history and environment of Bear Creek

10. Present a point of view at a public meeting or forum with rationale and substantive evidence (e.g., town meeting, editorial, newsletter, TV program, radio show, videotape, Kiwanis, etc.)

Special considerations that will be made for every student will be access to public services, agencies, and personnel involved with the project. The SOSC and Jackson County library systems will be available. A directory of resource people and agencies for information will also be compiled and distributed.

TEACHER PREREQUISITES:

The GREENWAY curriculum will be designed and developed by the GREENWAY educator who will coordinate the project and be a liaison between the County and the school district. The project will involve several district elementary and secondary teachers. The classroom teachers may or may not present information to the students on a regular basis. Part of the purpose of the GREENWAY PROJECT will be to familiarize students with primary resources and presenters best equipped for specific issues.

The teacher should be prepared for checking and monitoring student progress on projects, as well as assisting and facilitating at all times. The classroom teachers will work closely with the GREENWAY educator in setting up the experience and activity for the students. All classroom teachers should submit an evaluation at the end of the session to the GREENWAY educator. The teacher should also be prepared to present material or information if requested to do so.

STUDENT PREREQUISITES:

Students should be TAG identified and should be evaluated by peers, teachers, and parents as being able to work well with others of different ages with little conflict. Patience, understanding, and cooperation will be necessary for a truly successful experience. The ability to share will also be a necessary prerequisite.

SETTING:

The GREENWAY PROJECT will be outdoor oriented as much as possible. The primary site will be along Bear Creek between the southern city limits of Talent and the northern city limits of Phoenix. Other sites in inclement weather or for illustration/instruction will involve Jackson County Courthouse, Medford City Hall, Phoenix City Hall, Talent City Hall, Medford Water Commission Plant, Sewage Treatment Facility, SOSC, SOSC Library, Phoenix High School, Talent Junior High School, Phoenix and Talent Elementary Schools. Students might, for example, go to one site for a demonstration on how to set up a Fry or Redd fish box and then install one at a site along Bear Creek. It may also be possible to arrange different presentations for different groups within the project simultaneously.

MATERIALS/EQUIPMENT:

1. Texts
   a. Elementary and secondary environmental studies
   b. History of the Rogue Valley
   c. History of Bear Creek Valley
   d. Illahe by Kay Atwood

2. Magazines
   a. Environment
   b. Science Digest
   c. Junior Scholastic by National Geographic
   d. Wildlife

3. Newspapers
   a. Medford Mail Tribune
   b. Ashland Daily Tidings

4. Filmstrips and videotapes (rentals)
   a. American Association of Geographers
   b. National Wildlife Federation
   c. Oregon State Department
   d. LCDC

Equipment:

1. Soil testing kit
2. Water testing kit
3. Landscaping tools
4. Clearing tools
5. Camera, film, and film processing
6. Buses, vans, and pickups
7. Fire extinguisher
8. Filmstrip projectors, film projector and screen
9. Notebooks and binders
10. Survey equipment
11. Field lab equipment

PROCEDURES:

1. Students will be identified in grades 4 - 12 according to criteria listed under STUDENT PREREQUISITES. Class size should be limited to 30. Identification will involve peer, teacher, and parent recommendations, along with GPA, and Kaufman Achievement Test scores.

2. Students will be exposed to a history of the project to date: the purpose and function of the Greenway project, where the Greenway presently stands, where the project is headed in the future, and what kind of challenges and opportunities are available to them. Activities will involve observing the length of the project, field trips to agencies involved (e.g., city, county, state, and federal) and projects to be completed in pairs. These projects will be done with one elementary student or middle school student paired with a secondry student. A pair may complete up to five mini-projects a year or one study and maxi-project for the entire year. Projects are to be approved by the classroom teachers, the GREENWAY educator, and the GREENWAY PROJECT coordinator.

3. The students in grades 4 - 11 may take advantage of the project in the succeeding years as long as the project continues. Those students who express an interest in the project following high school graduation may receive college credit as teacher assistants.

EVALUATION PROCESS:

The GREENWAY PROJECT will be evaluated by the students of the project, the coordinator, and the district TAG Committee. Sponsoring agencies and committees underwriting the project will also have the prerogative of evaluation for the benefit of renewed funding and sponsorship.

BUDGET:

At this time a budget is not feasible due to the magnitude of the project. Funding will be sought from all possible federal, state, county, as well as district resources when expenses become known. A budget should be possible by the end of February when community resources and commitments have been assessed.